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ABSTRACT

Daycare directors in northern Canada, with little or no post-secondary education, face the difficulties of programming for children from diverse cultures. Directors often feel isolated in their small communities, and a lack of programming expertise and early childhood development training for them has become a concern. This practicum designed, implemented, and evaluated a three-part strategy for training daycare directors. First, an initial visit focused on evaluating existing programs and targeting areas for improvement. Second, a one-day programming workshop presented material relevant to each director. The workshop was approximately 6 hours long, during which participants were introduced to a programming method intended to develop the social, physical, intellectual, creative, and emotional aspects of the child. Third, follow-up visits provided feedback to each director and reinforced curriculum programming strategies. Both on-site visits ranged from 3 to 6 hours. The program was evaluated by means of the directors' newly acquired ability to use brainstorming, curriculum webbing, and flow charts for thematic units. Evaluations of workshops indicated that the participating program directors met the goals of the workshops and were receptive and enthusiastic to the strategies and programming ideas presented. (Six appendices contain surveys, evaluations, and workshop materials. Contains 28 references. (TM)

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THE DEVELOPMENT AND IMPLEMENTATION OF TRAINING WORKSHOPS DIRECTLY RELATED TO PROGRAMMING FOR DAYCARE DIRECTORS IN NORTHERN CANADA

Sandra Beckman

Cohort 57

A Practicum Report Presented to the
Master's Program in Family Support
in Partial Fulfilment of the Requirements
for the Degree of Master of Science

NOVA University
1993

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Jan 28/1994 — Date

Sandra Beckman — Signature of Student

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ABSTRACT

The development and implementation of training workshops that are directly related to programming for day care directors in northern Canada. Beckman, Sandra L., 1993: Practicum Report, Nova University, Master's Program for Child Care Administrators. Descriptors: Daycare Directors' Workshops/Daycare Directors' Inservice/Rural daycare/Remote daycare/Programming for Minority Group Children/Daycare Program Development.

Daycare directors in northern Canada, with little or no post secondary education are faced with programming for children from diverse cultures with ages ranging from birth to six years. Lack of Early Childhood Development training was becoming a concern throughout this entire area.

The author designed and implemented a strategy that involved an initial visit, programming workshop and follow-up visit for day care directors. The initial visits focused on evaluating existing programs and targeting areas for improvement. The workshop used this information to present material relevant to each director. The follow-up visits enabled the author to give valuable feedback to each director on her program changes and to reinforce the programming strategies of curriculum webbing and flow charting.

The directors' responses to the strategies were enthusiastic. Numerous program changes have already been made and plans are underway for further changes in several of the centers. The directors were receptive to programming ideas and eager to develop more extensive resources. Some of the directors had already moved forward and presented the programming components of brainstorming, curriculum webbing and flow charting to their staff and parents. Appendices include sample program evaluations and the workshop booklet.

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CHAPTER ONE

The Setting in Which the Problem Occurs

The geographic region in which this practicum takes place is north of sixty degrees latitude and is sparsely populated. A population of 30,500, inhabits 176,000 square miles. The largest community has fifteen day care centers and ten others are in the smaller communities around the territory. These twenty five facilities offer 752 child care spaces. There are 195 spaces in four for-profit facilities and 557 spaces in twenty one non-profit centers. Family day home spaces total 204 in twenty nine homes.

The education level of these directors ranges from grade ten to one Master's of Education Degree. All directors and family day home providers were surveyed (Appendix A). The results indicated sixteen have partially completed their ECD (Early Childhood Development) Certificate. This certificate is equivalent to one year of the ECD program at Yukon College. A certificate requires the student to complete courses equal to thirty five credits. The courses required are:

Health, Safety and Nutrition
Child Growth and Development I
Introduction to Early Childhood
Field Placement I
Integration Seminar
Understanding Self Esteem
Elective
Child Growth and Development II
Learning Through Play
Field Placement II
Integration Seminar
Building Self Esteem
English 100

There are only two directors who have completed a two year diploma program in Early Childhood Development and have their ECD Diploma and one has partially completed the diploma program. Several directors have long range plans to complete their diploma after completing their certificate, which is earned after one year in the Early Childhood Development program. The ECD Diploma requires two years and includes all the courses necessary for the certificate as well as the following courses:

Science Areas and Young Children
Family-Program-Community
Fine Arts with Young Children
Field Placement III
Integration Seminar
Communication in Relationships
Elective
Foundations of Early Childhood
Ecology of the Family
Exceptional Children
Field Placement IV
Integration Seminar
Personal Growth and Development

There are four directors in the territory who have completed an Early Childhood or related Degree and two who have taken some courses toward an ECD Degree. At present, it is not possible to get an ECD Degree in the Territory. Students are required to take courses by Distance Education or leave the territory to continue their studies. The majority of daycare directors and family day home providers have little or no post-secondary education or any education specific to early childhood.

The smaller community daycare centers cater to communities which range in size from 285 to 1900. The distances between some communities ranges from 75 km. to over 600 km. One northern community is only accessible by air. Childcare workers and directors feel isolated

and find it difficult to enroll in courses or get new ideas for their programs. One community daycare center has only six children, yet in the largest community, one center has enrolments over 130. Each situation presents interesting program planning challenges.

In the past, the local licensing agency, Child Care Services Unit, had no educational requirements for either caregivers or center directors. In 1988, the Minister of Health and Social Services appointed a Child Care Consultation Panel. Later that year, a policy paper, entitled Green Paper on the Future of Child Care in the Territory was released. In August, 1988, the report by the Consultation Panel, WE CARE (Talk About Childcare), was completed. The new Child Care Act passed in 1989. In September, 1992, the Department of Health and Social Services reviewed four draft papers on regulations for Child Care Centers, Family Day Homes, School Age Programs and Parent Subsidies. The child care community throughout the territory was asked for input before the regulations went to Executive Council. The local Child Care Association developed and ratified a position paper on staff qualifications.

A time line with specific educational levels has been included in the position paper. The Child Care Association has asked for the following training requirements before the year 2000:

March 1995:

All child care providers have completed four or more college credits in ECD and hold a valid first aid certificate.

25% of child care providers have completed one year of post secondary training in ECD (Certificate).

25% of child care providers have completed two years of post secondary training (ECD Diploma)

March 1997:

50% of child care providers will have completed one year of post secondary training (Certificate).

30% of child care providers will have completed two years of post secondary training (ECD Diploma).

March 2000:

100% of child care providers will have completed one year of post secondary training (Certificate).

50% of child care providers will have completed two years of post secondary training (Diploma).

Staff at the Child Care Services Unit are quite certain that the regulations will be released for final community input before the end of 1993. It is necessary to begin to get directors interested in training **before** specific requirements demand rigid time lines.

Some individuals are taking correspondence courses, but have difficulty with motivation and completing the assignments, with little or no reference material available.

One distance education course, Child Growth and Development I, was offered to three communities this winter and was quite successful. Personal contact and a community visit by the instructor were cited as reasons for student success. This workshop project will stress the importance of personal contact with the directors as well as one or two on-site follow-up visits.

Negotiations are under way to include the proposed workshops and subsequent follow-up as a four credit course in our Early Childhood Program. The course would be included as an elective for credit toward the certificate or diploma. The workshops will be designed specifically for daycare directors, although family day home providers would be welcome. Approximately 30% of the population of the Yukon is aboriginal. There are fourteen Indian Bands living within their traditional areas. The concerns of these First Nations people will be addressed in the programming workshop and limited programming for exceptional children will be included.

Role in the Setting

The writer is presently working on contract with the local college as well as Executive Director of a local day care center with one satellite. The position at the college is Instructor/Coordinator for both the base campus as well as coordination of course offerings for various community campuses throughout the territory. This position has enabled me to meet the majority of child care center directors as well as numerous family day home and child care providers.

As executive Director of a daycare center, the opportunity to attend numerous Director's meetings led me to identify the number of directors who are uncertain of their programming skills. Last year, I presented a workshop at the local child care convention. There were approximately sixty people registered for the convention, and thirty-two attended the programming workshop. The directors have been encouraged by Child Care Services staff and my instructional staff to take courses in our ECD program at the college, but we hear the complaint that the courses aren't specific to their needs.

An in-service workshop, focusing on programming, gives the directors practical, useful, information they can implement at their centers. Two on-site sessions give them the opportunity to experiment and receive feedback on changes they can make to their programs. I have presented workshops about programming in several communities, ranging from about 90 minutes to six hours. Five years practical experience with daycare programming and eleven years with kindergarten programming provide me with a solid base to provide assistance to these directors.

CHAPTER TWO

Problem Statement

As noted in Chapter One, there is a discrepancy between desirable educational levels of directors (and caregivers) and reality. The telephone survey results indicated that not one director had completed her ECD Certificate and only two had completed their ECD Diploma. Additional questions about specific workshop topics resulted in 74% response for programming, 22% for First Nations programming and 17% for special needs programming.

Documentation of the Problem

Green and Widoff(1990) discuss the importance of meeting the training needs of child care providers in their article. Davidson's article (1990) emphasizes the necessity of recruiting and training staff to work with poor, minority, handicapped, teen and single parents. The article by Diaz Soto (1991) gives several practical applications for teachers of young children that can permeate programming. Abbot-Shim (1990) reminds us that an underlying philosophy of quality child care is that the training of child care providers is essential to high quality child care. When we believe this to be true, then what of the center director who lacks training?

The survey results indicated 100% of those who responded preferred a full day workshop. All respondents from the largest community indicated a weekday as preferable, but directors from the smaller communities all requested Fridays as the weekday. The favoured schedule was 9:00 a.m. to 4:00 p.m.

The college offers two courses directly related to programming: Introduction to Early Childhood has a large unit on programming as well as the course, Learning Through Play. Twelve of the twenty directors surveyed had not taken either course. The majority of these directors were in the smaller communities.

In 1991, the Minister of Health and Social Services announced a Child Care Strategy for wage enhancement of trained workers. The Child Care Services Unit developed three levels for training recognition:

LEVEL ONE

4 credit (60 hour) introductory course in ECD course work equal to or exceeding 4 credits in ECD course work in pre-school programming (4 credits or more) or specific child-related courses taken in other programs i.e. recreation or social services.

Basically, any person with post-secondary education in any program has historically been eligible for LEVEL ONE funding. Caregivers without a high school diploma have been required to take one or two courses in an Early Childhood Development program as long as the credits equal or exceed 4 (four).

LEVEL TWO

Certificate or completion of a one year ECD program

LEVEL THREE

Diploma or degree in ECD

Teaching degree

For those who have no post-secondary education, the workshop and follow-up would be the equivalent of four credits and would qualify them for a Level One. The amount of funds the center receives under a Direct Operating Grant, introduced in late 1991, would be increased. This monetary incentive will draw the majority of the directors to participate in the workshop. The directors who have completed Introduction to Early Childhood (4 credits) and Learning

Through Play (4 credits) are well on their way to their certificate, which would reclassify them to a Level Two. The workshops can be used as a four credit elective toward their certificate.

ANALYSIS OF THE PROBLEM

The largest problem or constraint to Early Childhood education in the smaller communities is accessibility. The community campuses do not have the funds to offer programming to two or three students. The programs offered are usually in the trades area, or up-grading to allow students to finish their high school prior to entering college programs. The ECD program (main campus) uses one-fifth of its annual budget to offer courses to the communities. This translates to one course offered in each of five communities each year. The community campuses try to hire locally to keep budgets within line, which limits the variety of courses available. There are usually three to six students enrolled in each community ECD course and the attrition rate is about 50%. The students are all adult learners and need support from the instructor, campus coordinator and ECD program coordinator.

Local libraries are poorly stocked, with literally no information on Early Childhood. There is only one resource center and that is in the largest community. Usual programming materials are scarce and thematic resource books are nearly useless. Some glaring examples are the proliferation of windy activities for March and spring themes for April. The communities get one brief glimpse of spring in late May, when the streets and playgrounds are knee deep in mud. Flowers bloom in late July and frost is common in August. In the northern communities,

children rarely see the sun from November through February. How can a groundhog see his shadow if there is no sun?

The communities have no railroad, no traffic lights, no buildings over two stories high, no elevators, escalators or automatic doors. There are no department stores, no zoos, no art galleries or fast food restaurants. There are dog sled teams, canoes, miles of wilderness, rushing rivers, caribou, bears and mountains. It is extremely difficult for directors with little or no programming skills to find ways to use the unique resources of her community and incorporate it into a program.

Another problem is the background of several of these directors. Preston (1984) found that often teachers from middle class backgrounds find themselves with children from very diverse backgrounds whose values and behaviours are radically different from theirs. The same could be said of daycare center directors and staff. A workshop specifically geared to programming in northern, rural areas would address the needs of the children in these communities.

Jo Kuykendall (1990) states that education and training regulations are one method for ensuring the child development knowledge base within child care programs. She notes that slightly more than half of the states require no child development training or experience before employment. Directors who have no child development training can impede the work of skilled teachers.

Add to this, the fact that in most communities we will be offering the workshops, the caregivers have little or no training. It is hoped that a natural transition will occur from the workshops to the ECD program at the college.

CHAPTER THREE

Goals

The goal of this practicum was to design, implement and evaluate a workshop on programming for daycare center directors in the north.

Objectives

The workshop was approximately six hours long with two on-site sessions, one preceding the workshop and one following the workshop. Each on-site visit ranged from three to six hours. The initial visit was intended to allow the presenter to see each center first hand, and to see the weaknesses of the facility, program and director in order to maximize the effectiveness of the workshop. The follow-up was intended to give feedback to each director and assist her in making changes to her programming. The follow-up was also an evaluation of the effectiveness of the workshop and indicated the value of the programming information to each director. Because of distances and time constraints some communication and follow-up was completed via telephone and director's personal log books.

Following the workshop and on-site visits, the daycare directors were able to design curriculum webs or flow charts. These flow charts identified programming ideas for long term and short term themes. Flow charts identified all the areas in the center that the director used to develop the program. Director's programming plans moved beyond the idea that a theme at a circle time and a related craft is the extent of the program.

Directors were identifying programming for various age groups that was developmentally appropriate. Part of this task was identifying inappropriate activities that have children at a frustration level because they are either too advanced or too simple. Most of the centers, especially those in the smaller communities are multi-age. This presented some interesting challenges for programming that directors needed to address.

Directors were introduced to the **S P I C E** method of programming which includes developing the whole child. The acronym **S P I C E** was developed several years ago when I taught kindergarten and I still use it. **S P I C E** stands for Social, Physical, Intellectual, Creative and Emotional. Directors learned to identify ways to develop these five areas in their daily, weekly and monthly programs.

Most daycare centers, pre-schools and family day homes contain eight or more play centers. They include housekeeping, blocks, sand water, manipulatives, listening, paint, books, etc. However, if the staff and/or director were questioned about the purpose (goals and objectives) of each center, few in the territory would be able to give an adequate explanation. Goals and objectives of the play centers were discussed using the **S P I C E** method. During the on-site follow-up, directors were asked to identify the main purpose of each play center in their facility.

Brainstorming techniques were presented and directors learned how to use brainstorming to develop thematic units for their programs. Directors worked through the progression from brainstorming all ideas on a topic, to grouping similar activities or ideas, to programming for a specific period of time. They discussed how to develop themes directly from children's ideas.

CHAPTER FOUR

SOLUTION STRATEGIES

The article by Kostelnik (1980) reminds us that the staff of any early childhood center is the single most important factor related to the program quality. The director is an integral part of the staff and her ability to develop quality programming is essential to the center's success.

Effective training characteristics are identified by Bernal and Torres (March, 1990). Key elements that need to be included in the training sessions include practice, sharing, follow-up and evaluation. Effective training has certain key characteristics such as meeting an identified need, including feedback, demonstration and practice and drawing on the principles of adult learning.

Duncan, et al. (1987) noted that only when training is accompanied by direct follow-up, feedback and coaching by supervisors, is the outcome of the training satisfactory. The training model they put forth, provided on-site teacher training and practicum experience. In her presentation, Annette Dubrouillet (1993) introduced a training cycle of assessment, training, implementation, observation, feedback and follow-up training. The assessment is completed and the training will continue. The directors began to implement their new programming ideas and observation took place during on-site follow-up visits. Feedback was given and follow-up training took place during the follow-up visit.

EXISTING MODELS OR APPROACHES

Although Kostelnik's article (1980) deals with on the job staff training, she has some practical suggestions that were considered when the workshop was developed:

1. It is easier to learn a new strategy if it is demonstrated.
2. When people are involved in developing strategies they will be more likely to continue the new changes and techniques.
3. It is important to recognize the progress of the participants.

PROPOSED SOLUTION STRATEGY

The workshop was designed to address the individual director's programming needs. Each director started by identifying the mission statement and philosophy of her center. (Outline for the workshop is Appendix C) Some specific programming goals and objectives for a twelve month period were identified by each director. In order to facilitate this, questions were presented. Each director asked herself:

1. What do I want to accomplish?
2. What do I want for the children?
3. What do the parents want?

Moving directly into the programming, three main issues were addressed:

1. **WHEN** does programming take place? daytime? evenings? weekends? staff meetings?

2. **HOW** does programming work?

Evolution of the program:

flow charting

files

resources

teamwork

3. How much **TIME** do you have?

PLAN FOR IMPLEMENTATION ACTIVITIES & EVALUATION

The Resource Booklet (Appendix F) was available for directors during the on-site follow-up visits, but not at the initial workshop. The theme of the Resource Booklet is multiculturalism. This theme recognizes the indigenous Canadians as well as numerous cultures who now live in northern Canada. The booklet contains activities relevant to the north, rural communities and First Nation's children. Participants were expected to brainstorm additional activities during the flow charting segment of the workshop.

The workshop was presented to directors in late November. It was arranged for one full day to accommodate directors from outlying communities. The number of participants at the workshop was twenty-three.

Culturally appropriate material was introduced as well as information about adapting programming for Special Needs children in rural areas. Access to resources was emphasized.

Directors were reassured they don't need to be experts in First Nations programming or programming for Special Needs. They must know where to find the resources.

Immediately following the workshop, the on-site visits began. Each center was visited within four weeks of the workshop, to facilitate immediate play center development and implementation of new programming ideas. Participants contacted the instructor via telephone or mail with progress reports and/or concerns or questions. No center had video equipment, so observation and evaluation was limited to on-site visits and telephone conversations. No community daycares have access to E-mail or other sophisticated electronic communication systems. Participants evaluated their program prior to making any changes (Appendix B). During the follow-up visit (within four weeks of the workshop), the directors reevaluated their programs.

Success of the workshop was determined in a number of ways:

1) Case study on each director, documenting how she reached or didn't reach each objective.
    a) Use of brainstorming and curriculum webbing in program planning.
    b) Use of flow charts for thematic units.
    c) Incorporation of the **S P I C E** philosophy throughout the program planning.
    d) Evidence of community resources and local material used in programming.
    e) Age appropriate programming.

In October, the ECD students at the college began their field placement in daycare centers throughout the territory. This coincided well with the scheduled follow-up visits. Each term, I supervise from eight to twelve field placements. I scheduled the on-site visits for the directors the same days I supervised field placement students at the centers.

A manual with the workshop, observation sheets, evaluation, and activity booklet contains the information needed to present this workshop in the future. It was hoped that when directors have completed the workshop, they would feel a need for staff to participate in other programming workshops at a later date.

Report of the Action Taken

IMPLEMENTATION

The weekly Implementation plan (Appendix D) outlines the course of action taken from the initial visits through the follow-up visits. The first four weeks of the implementation phase focused on initial on-site visits. This ensured personal contact with each workshop participant as well as a first hand look at each daycare to assess its strengths, weaknesses, materials, staff, children and the overall environment. Ten daycare centers were chosen from the results of the Child Care Provider Training Telephone Survey, based on the lack of formal ECD training. None of the directors of the ten centers chosen had completed their ECD Certificate.

Daycare #1	no certificates or diploma	3 ECE courses
Daycare #2	unrelated diploma	1 ECE course
Daycare #3	no certificate or diploma	no courses
Daycare #4	no certificate or diploma	6 ECE courses
Daycare #5	unrelated diploma	no courses
Daycare #6	no certificate or diploma	1 full term of courses
Daycare #7	no certificate or diploma	2 courses
Daycare #8	Bachelor of Recreation Admin.	no courses
Daycare #9	no certificate or diploma	6 ECE courses
Daycare #10	no certificate or diploma	1 full term of courses

At the workshop three assignments were offered and the participants could choose one or more to complete or partially complete prior to the follow-up visit.

ASSIGNMENTS

1. Using a flow chart or curriculum web, plan, carry out, and evaluate a day plan for your center. Ensure that the activity is appropriate for **every child** in your center.
2. Using a flow chart or curriculum web, plan a theme for your center that is one to two weeks long. Ensure cultural and developmental appropriateness.
3. Develop a 'unit' plan for three/four months. Brainstorm a number of activities for various centers as well as circle time and craft activities. Specify activities that are planned for special needs or adaptations required. Specify appropriateness for First Nations or other visible minorities.

The idea of compiling and distributing resources came out of the telephone conversations following the workshops. After two directors specifically asked for some resource material related to the themes they were developing, I began asking directors if they would like me to

bring resource material with me when I visited. Although not originally in my plan, this was a valuable tool for directors and a successful component to the follow-up visits.

A case study was developed on each director, noting the educational level, years of experience, length of time in position, length of time in community, and strengths and weaknesses. Included in the case study were the director's own answers to three questions posed at the workshop:

1. What do I want to accomplish?
2. What do I want for the children?
3 What do the parents want?

Directors provided answers to the questions

WHEN does programming take place?

HOW does programming work?

The follow-up visit provided the opportunity to look over the program plans with the director in order to assist with flow charting, development of program files and resource lists.

Success of the workshop and subsequent follow-up was determined by the directors use of brainstorming and curriculum webbing in program planning as well as the use of flow charts for thematic units. The directors were encouraged to incorporate the **S P I C E** philosophy in their program planning and to recognize that programming needs to be age appropriate. The case studies included anecdotal notes about how each director was moving toward realization of these goals. The use of local community resources and material was stressed at the workshop and was to be an integral part of each director's program plans.

CHAPTER FIVE

Results

The majority of the directors met all of the objectives. The workshop was very successful and evaluation by the directors indicated they met the goals of the workshop presenter and were enthusiastic about returning to their centers to put their knowledge into practise. Both formative and summative evaluation were used during the implementation phase. Information from the initial visit helped focus the workshop on changes needed within the daycares. Green (1988) writes convincingly about participatory program evaluation, which actively involves people who develop the program as well as various stakeholder groups. This premise was useful in developing my strategy for the initial visit as well as the workshop and follow-up visit.

The directors were realistic about what they wanted to accomplish for the centers or the children and the parents. An initial brainstorming session at the workshop produced some excellent mission or philosophical statements to work from. Each director had the opportunity to work with two or three others and brainstorm thematic topics and produce a curriculum web on a topic they had not presented before. From this web, they chose eight learning centers and produced a flow chart for a two to four week period. This gave each director 'hands on' experience to return to their center and begin work on their assignments.

The **S P I C E** Evaluation Checklist noted improvement as several centers had made some significant modification to their existing programs or added a program where none had existed. The follow-up visit provided the opportunity for each director to demonstrate

curriculum webbing, flow charting and her development of programming files and resources. Seven out of ten centers displayed a marked improvement in the programming, developing a child centered environment, and promoting staff interest and involvement in planning. Personnel conflicts and morale problems seemed to be a principal factor for the lack of success of the other centers.

Harmes and Clifford (1980) was another useful evaluation tool for center directors. The Early Childhood Environmental Rating Scale has several items that can be specifically related to programming. These were introduced to the directors with an explanation of the evaluation procedure during the initial visit. Several directors took the opportunity to evaluate a few items while I was there. I encouraged the workshop participants to continue using the Harmes and Clifford scale a few times each year.

The assignments varied from planning one day to planning an entire unit. One director chose 'Children around the world' and had brainstormed with her staff at a special staff meeting prior to my follow-up visit. They had produced a curriculum web that filled an entire wall and were in the process of completing a flow chart for the 3 month unit. They were so excited about their progress that they were holding a special parent information night to talk about the changes in programming and explaining the process.

It was hoped that the directors would see that including the staff and developing a flow chart was easier than the hap hazard approach of several daycare centers. Immediate success was apparent at most of the daycare centers. The children were enthused about the changes (some as basic as organizing similar materials into one learning center).

During the follow-up visit it was noted that there was some type of programming evident in **every** center. During the initial visit, four daycare centers had no programming whatever. Lesson plans were being used in half of the daycare centers visited after the workshop. The initial visit had verified that not one director used lesson plans. Directors began to feel comfortable approaching various resource agencies and were using resource lists produced at the workshop. Idea sharing was taking place. One director had telephoned another workshop participant to suggest sharing multicultural toys to save costs.

CHAPTER SIX

Conclusions

As noted in Chapter Two, the problem has been the lack of education and programming expertise for daycare center directors in northern, rural Canada. Obviously, a ten week program, consisting of pre-evaluation, initial interview, a workshop and follow-up visit will not resolve the educational short-comings of these directors. However, there were significant advancements made.

1. Nine out of ten of the center directors involved in this practicum have enrolled at Yukon College in an ECD course for the 1994 Winter term.
2. 100% of the workshop participants indicated on their evaluation sheets they wanted further workshops. Two evaluations indicated a two day session on programming. Seven indicated specific programming for First Nations and five indicated specific programming on Multiculturalism.
3. In two communities, directors who were involved in this practicum are lobbying Yukon College for ECD course offerings in the 1994 Spring Term. One director has six staff interested and the other has seven.
4. Staff from five of the participating centers have registered for 1994 Winter term ECD courses at Yukon College.

One of the goals of the workshop was to introduce directors to resources and to help them identify and access community resources as well as resources from other parts of Canada.

Lella Gandini (1991) talks of the challenge of creating a human environment. The use of the Harmes and Clifford Early Childhood Environmental Rating Scale during the initial visit gave each director a chance to evaluate her own environment and set programming goals for her center and her group of children and parents.

Specific programming challenges like a crowded or overstimulated classroom or rigid scheduling were discussed at the workshop and addressed in each director's individual assignments. Some problems were common to all centers, for example, transition times. The directors had a chance to brainstorm together and then return to their respective centers and try some of the suggested solutions. Greenman (1991) reminds us to remember the influence of the situation on behaviour. As directors changed the programs and the environments were changed to complement the program, some positive behaviour changes were noted.

The formative evaluation process which involved the initial visit as well as the follow-up gave the directors the opportunity to identify areas for change in programming. Susan Humphrey (1989) discussed the teacher as facilitator, allowing children to take an active role in their learning. This approach was introduced at the workshop with suggestions for planning the environment to facilitate children's learning. Subsequent follow-up visits noted that five directors had already made plans for significant changes to the physical set-up of the facility.

The Model of Learning and Teaching from the Guidelines for Appropriate Curriculum Content and Assessment in Programs Serving Children Ages 3 Through 8 (1990) was used. Workshop participants could clearly see the relationship between the child and the teacher. This model provided useful information as the directors went back to their centers to develop their

programming plans. One director had already introduced the model at a staff meeting prior to my follow-up visit.

Another resource introduced at the workshop was the Program Standards for Early Childhood Settings (1990). In this booklet, program activities are suggested for all areas of development in our **S P I C E** model. During the follow-up visit, three directors noted they had already purchased it from the Yukon College bookstore and two others had ordered it. The directors were aware that ample resource material was essential.

The Accreditation Criteria and Procedures of the National Academy of Early Childhood Programs (1991) was an excellent resource as well. This gives the directors the opportunity to see what defines quality care and what standards to strive for. There is no national accreditation procedure in Canada and some provinces and territories have minimal licensing requirements.

This practicum has served to open the door of education for the directors involved. Several have already chosen to take steps to walk through. Participation in future workshops and enrollment in ECD courses offered through Yukon College or via distance education in other programs will continue the process. The participants were eager to learn and excited to implement new ideas. However, the workshop and on-site visits are just the beginning, and without child development courses, as well as others that are the core of Early Childhood Development programs, directors will not have the knowledge base to continue to improve their programs. It is hoped that funding will be available to allow continuation of ECD courses from Yukon College in the small communities. This would enable the directors and their staff to complete the educational process.

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APPENDIX A
CHILD CARE PROVIDER TRAINING
TELEPHONE SURVEY

TELEPHONE SURVEY RESULTS

Number of Daycare Director Respondents: 23

Question 1 - Four workshop themes have been suggested to us. Which of these themes would be of most interest to you?

17 - Programming

Question 3 - Family issues can cover a wide variety of concerns. Which of the following topics would be of the most interest to you?

4 - Setting up programs for parents

Question 4 - Programming in your center can take many directions. Which of the following topics would be of the most interest to you?

7 - Behaviour management
6 - Child development
11 - Planning, implementing and assessing a curriculum
4 - Integrating a child with special needs
5 - Planning for First Nations's Children

Question 7 - What would be the best way to deliver the workshops?

21 - Full day (6 hr. blocks)

Question 8 - When would be the most convenient time for you to attend?

23 - Weekdays

Question 9 - Funding is available to hire a substitute to replace you while you attend the workshops.

15 - Require substitute
12 - Know someone who could substitute
3 - Do not know someone who could substitute

Question 10 - Have you completed or partially completed a certificate, diploma or degree in Early Childhood Education/Development?

22 - Have completed or partially completed a certificate, diploma or degree in ECD
1 - Has not completed any post secondary education in ECD

Question 11 - Indicate the appropriate educational level you have achieved.

16 - Partially completed certificate
1 - Partially completed diploma
2 - Partially completed degrees
4 - Completed degrees
2 - Completed diplomas

Question 12 - Have you taken any other training related to Early Childhood Education? Development?

21 - Taken other training related to ECD (workshops)
2 - Have not taken any other training

Question 13 - What grade did you complete in school?

1 - Completed grade 10

CHILD CARE PROVIDER TRAINING

TELEPHONE SURVEY

NAME _____ **ORGANIZATION** _____

COMMUNITY _____

ROLE: _____ Family Day Home Provider

_____ Daycare Director

INTERVIEWER:

As you many have heard, Yukon College has been awarded a contract to provide hands-on, accessible training for child care providers in the Yukon. Workshops will be delivered over the next two years to three groups of child care workers, family day home providers and directors. Do you have a few minutes to talk to me about this?

___ yes (continue with interview)

___ no (set alternative time)

Date _____ Time _____

The main purpose of the project is to make accredited training available to everyone in the business of child care so that, as a group, we can raise the quality of care we provide to each child. The intent is that each of the three groups will be able to access 5 workshops on various topics. I am contacting all the family day home providers and directors to determine which five workshops would be best to offer.

Question 1

Four workshop themes have been suggested to us. Which of these themes would be of most interest to you?

_____ Running a business	Go to Q. #2
_____ Family issues	Go to Q. #3
_____ Programming	Go to Q. #4
_____ Health & safety (for children & self)	Go to Q. #5
_____ Staff relations	Go to Q # 6

Question 2

There are many different aspects to running a business. Which of the following topics would be of the most interest to you?

___ financial management (bookkeeping, financial planning, tax planning)
___ legal issues (insurance, staff clearances, liability)
___ administration (developing a business plan, working with a board)
___ other

COMMENTS:

Question 3

Family issues can cover a wide variety of concerns.

Which of the following topics would be of the most interest to you?

____ family dynamics
____ family violence
____ child abuse
____ communicating with parents
____ setting up programs for parents
____ other

COMMENTS

Question 4

Programming in your center can take many directions. Which of the following topics would be of the most interest to you?

____ behaviour management
____ child development
____ planning, implementing and assessing a curriculum (planning a child's day)
____ integrating a child with special needs
____ planning for First Nations' Children
____ other

COMMENTS

QUESTION 5

Health and safety is a broad concern. Which of the following topics would be of the most interest to you?

____ menu planning
____ arranging a clean and safe daycare/day home
____ outdoor ideas
____ stress management
____ other

COMMENTS

Question 6

Managing a staff can be a tricky business. Which of the following topics would be of the most interest to you?

____ communicating with staff
____ evaluating employees
____ encouraging/motivating staff to develop
____ stress management
____ other

COMMENTS

Question 7

What would be the best way to deliver the workshops?

____ full days (6 hour blocks)
____ half days (2-3 hour blocks)

COMMENTS

Question 8:

When would be the most convenient time for you to attend?

____ week days ____ am ____ pm ____ evenings

____ weekends ____ Saturday ____ am ____ pm ____ evening

____ Sunday ____ am ____ pm ____ evening

COMMENTS

Question 9:

Funding is available to hire a substitute to replace you while you attend the workshops.

Will you require a substitute? ____ yes ____ no

Do you know someone who could be the substitute? ____ yes ____ no

Are there any other barriers or constraints that may stop you from attending workshops? ____ yes ____ no

COMMENTS

INTERVIEWER:

Lastly, to better plan the workshops, we would like to know a bit about you. Specifically, we are interested in knowing if you have had any formal training in Early Childhood Education.

Question 10:

Have you completed or partially completed a certificate, diploma or degree in Early

Childhood Education/Development? ____ yes (Go to Q. 11) ____ no (Go to Q 13)

Question 11:

Indicate the appropriate educational level you have achieved.

_____ certificate	_____ completed	_____ partial	When _____
_____ diploma	_____ completed	_____ partial	When _____
_____ Degree	_____ completed	_____ partial	When _____

Question 12:

Have you taken any other training related to Early Childhood Education? Development?

____ yes ____ no

COMMENTS:

Question 13:

What grade did you complete in school?

5 6 7 8 9 10 11 12

INTERVIEWER:

Thank you for your help with the survey. May I contact you again once I have tabulated the results and have more definite plans?

____ yes ____ no

APPENDIX B
EVALUATION CHECKLIST
S P I C E PROGRAM

EVALUATION CHECKLIST - S P I C E PROGRAM

ITEM	NUMBER OF CENTERS INITIAL VISIT	NUMBER OF CENTERS FOLLOW-UP VISIT
SOCIAL DEVELOPMENT		
Aimless wandering	6	2
Cooperative play	3	6
Verbal communication	5	7
Nonverbal communication	5	3
Group problem solving	0	3
Parallel play	7	4
Playing alone	6	2
Not communicating	2	2
Using physical actions rather than verbal communication	5	2
PHYSICAL DEVELOPMENT		
Lesson Plans: Age appropriate large motor	0	8
Lesson Plans: Age appropriate small motor	0	8
Menu posted follows food guide for snacks	2	10
Menu posted follows food guide for meals	2	7

ITEMS	NUMBER OF CENTERS INITIAL VISIT	NUMBER OF CENTERS FOLLOW-UP VISIT
INTELLECTUAL DEVELOPMENT		
Lesson Plans: Age appropriate activities for cognitive development	0	8
Lesson Plans: Provide for individual differences	0	5
Lesson Plans: Provide for enrichment	0	5
Observed activity is age appropriate for cognitive development	5	10
Observed activity provides for individual differences	3	6
Observed activity provides for enrichment	0	5
CREATIVE DEVELOPMENT		
Visually stimulating environment	3	7
Materials provide a stimulating environment	7	9
A number of manipulative activities in the room	10	10
Creative centers in the room	4	10
EMOTIONAL DEVELOPMENT		
Staff enrolled in PD courses	7	7
Description of Children: Happy	6	9
Constructively busy	3	9
Actively involved in activity	3	8
Communicating with peers	5	8
Distracted	5	2
Acting out	5	2
Aggressive	5	2
Communicating with staff	7	10

EVALUATION CHECKLIST
S P I C E PROGRAM

SOCIAL DEVELOPMENT

1. Minimal 'aimless' wandering. yes_____ no_____

2. Children are busily engaged in social activities:

Activity	Number of Children observed
Cooperative Play	_____
Communication	_____
Group Problem Solving	_____
Parallel Play	_____
Playing Alone	_____
Not Communicating	_____

3. Children use verbal communication to express anger, frustration, jealousy, etc., rather than physical action.
   Number of children observed using verbal communication. _____
   Number of children observed using physical actions. _____

PHYSICAL DEVELOPMENT

1. Lesson plans include age appropriate small motor skills. yes _____ no____

2. Lesson plans include age appropriate large motor skills. yes _____ no____

3. The menu posted follows the recommended food guide for snack and meals.

   A.M. Snack yes ___ no___ Lunch yes ___ no ___ P.M. Snack yes ___ no ___

INTELLECTUAL DEVELOPMENT

1. Lesson plans indicate age appropriate activities for cognitive development.
   yes ___ no ___

2. Lesson plans provide for individual differences.
   yes ___ no ___

3. Lesson plans provide for enrichment.

4. Observed activity is age appropriate for cognitive development. yes ___ no ___

5. Observed activity provides for individual differences. yes ___ no ___

6. Observed activity provides for enrichment. yes ___ no ___

CREATIVE DEVELOPMENT

1. This is a visually stimulating environment: yes ___ no ___

2. This environment has materials to provide a stimulating environment: yes ___ no ___

3. There are _____ (number) of manipulative activities in the room .

4. There are _____ (number) of creative centers in the room.

EMOTIONAL DEVELOPMENT

1. There are _____ (number of staff) with an Early Childhood Degree.

2. There are _____ (number of staff) with an Early Childhood Diploma.

3. There are _____ (number of staff) with an Early Childhood Certificate.

4. There is a psychologist on staff. yes ___ no ___

5. There are psychological services available to the center. yes ___ no ___

6. There are _____ (number of staff) enrolled in professional development courses.

7. Description of the children at this center:

Number of Children	**Number of Children:**
happy _____	distracted _____
constructively busy _____	acting out _____
actively involved in activity _____	aggressive _____
communicating with peers _____	communicating with staff _____

The **S P I C E** philosophy ensures that children will be regarded as multi faceted individuals, bringing a combination of social, physical, intellectual, creative and emotional developmental skills to the center. Program designs and teaching staff reflect this philosophy to provide a center where each child enjoys the thrill of reaching his/her full potential!

APPENDIX C
PROGRAMMING FOR DIRECTORS

PROGRAMMING FOR DIRECTORS

INSTRUCTOR: SANDRA BECKMAN

TELEPHONE: WORK: 668-8793
HOME: 668-3538

FAX: 668-8828

COURSE (WORKSHOP) OFFERING DAY: Friday November 26, 1993

COURSE (WORKSHOP) OFFERING TIME: 9:00 a.m. to 4:00 p.m.

COURSE (WORKSHOP) DESCRIPTION:

This course will focus on the development of programming skills that will enable the director to plan, carry out and evaluate daily, weekly, monthly, and yearly programs. In particular, curriculum webbing and flow charting will be introduced and discussed as well as the concept of the **WHOLE** CHILD:

Social, **P**hysical, **I**ntellectual, **C**reative, **E**motional

The students will be focusing on developing the **S P I C E** in every child as they plan their programs.

COURSE (WORKSHOP) GOALS:

Students successfully completing this course will be able to:

1. Identify the mission statement of their center.
2. Design and implement programming using a curriculum web.
3. Identify the programming needs (including exceptional children, children from all cultures) in their center.
4. Plan programming (daily, weekly, or thematically) through flow charting.
5. Identify and use at least six community resources while programming.
6. Understand and articulate the goals and objectives of each learning center in their program.

COURSE (WORKSHOP) FORMAT:

1. This class will be delivered in a classroom setting by the instructor.
2. The presentation of information and organization of group discussions will be primarily by the instructor.
3. The course will be given in one session (six hours duration) and one or two follow-up sessions totalling five hours.

LESSON FORMAT:

The session will include a variety of teaching and learning strategies. These include large and small group discussion, lecture, brainstorming, and audio-visual aids as well as individual assignments.

SYLLABUS

1. Definition of mission Statement and identification and development for each center.
2. Goals and objectives of a program: (need to be specific, behavioral and measurable).
   What do I want to accomplish?
   What do I want for the children?
   What do the parents want?
3. Evolution of a program.
4. Strategies for developing a program:
   When does it happen?
   How does it work?
   How much time have you got?
5. Room development.
6. Group/team development.
7. Introduction of Resource Booklet

To a considerable extent, the needs and interests of the group will be considered in preparing and teaching this course. Additional material may be introduced and may replace originally intended material in response to group needs.

METHOD OF INSTRUCTION

Participants will be invited to participate in discussion, experiential activities, paper/pencil learning activities and other exercises. In addition, material will be presented by the instructor via handouts, mini-lecture, and demonstration. The student's experience will provide material for discussion.

ASSIGNMENTS

Choose one of the following assignments in order to receive credit for this course:

1. Using a flow chart or curriculum web, plan, carry out, and evaluate a day plan for your center. Ensure that the activity is appropriate for **every child** in your center.

2. Using a flow chart or curriculum web, plan a theme for your center that is one to two weeks long. Ensure cultural and developmental appropriateness.

3. Develop a "unit" plan for three - four months. Brainstorm a number of activities for various centers as well as circle time and craft activities. Specify activities that are planned for special needs or adaptations required. Specify appropriateness for First Nations or other visible minorities.

A program planned around learning centers places responsibility on both the supervisor and the children.

The programmer (director, caregiver) has several responsibilities:

1. establish behavioral objectives
2. determine when the centers will be used
3. select and make learning center material
4. plan well balanced learning centers
5. evaluate

The children have a major role:

1. develop independence
2. learn to work with others
3. develop self management skills
4. learn to live up to commitments

Some uses for learning centers:

1. allow for expressive activities
2. means for children to gather information
3. provides for sharing or exchanging of ideas
4. allows for repetition of experiences for the children

Characteristic of centers:

1. clear directions
2. activities are multi-sensory
3. manipulative choices
4. self checking where possible

DEVELOPING A LEARNING CENTER

Objectives:

What is my purpose?

What concepts do I want to develop?

What skills do I want to develop?

Are my materials are the appropriate developmental level?

Materials:

Gather all materials needed

Plan the physical set up of the center

Procedure:

Introduce the center to the whole group to stimulate interest

Give clear, concise directions for center activities

Go through each step and the entire procedure for each activity

IMPORTANT THOUGHTS REGARDING CENTERS

1. create a happy, warm and trusting environment
2. know your kids
3. start gradually
4. begin when you're ready, when you feel comfortable
5. use centers your way - use your strengths
6. involve children when possible
7. allow several choices for children
8. invite helpers
9. introduce a new center to the whole group

DEFINE THE DEVELOPMENTAL OBJECTIVES IN YOUR CENTER

SOCIAL:

1. responsibility
2. desirable health habits
3. working and playing well with each other
4. mutual respect

PHYSICAL:

1. general health and safety
2. vigorous physical activities
3. develop large muscle control
4. coordination and rhythm
5. small muscle control
6. body awareness
7. relaxation

INTELLECTUAL:

1. math readiness
2. reading readiness
3. language development
4. planning
5. problem solving

CREATIVE:

1. language
2. art center
3. music and creative movement
4. puppets and drama
5. art appreciation
6. develop own expression

EMOTIONAL:

1. independence and self confidence
2. recognition and acceptance of feelings
3. trust
4. sense of self worth
5. work out problems

REPLAN EXISTING PROGRAMS

1. If you have a specific time set aside for all children and have some behavioral problems or some children who have no interest, or need specific skill work, try offering craft as a center option rather than a structured whole group activity.

2. If snack time is a nightmare, washroom lineups are a discipline problems and the children spend more time waiting than they do eating and socializing, try have a staggered snack time offered at a small table, rather than at a set time. Open the snack time about 9:30 and close it about 11:00.

3. Follow the children's interest for themes, rather than adult planned.

4. Develop an individual assessment for children and have staff use the results to determine the program's long range goals.

5. Assess and reevaluate the time table. Is its purpose to provide quality programming for the children or to ensure the day goes smoothly for the staff?

6. Use staff meeting time to discuss the program. Does the staff feel overextended and that the center is offering too much or bored and the center is offering too little? Is the schedule too inflexible ?

7. Can the routines change without disrupting the children?

8. Are the **S P I C E** areas of development being met through concrete experiential learning?

9. Are routine tasks incorporated into the program as a means of furthering learning, self help and social skills?

10. Do staff have enough opportunity to be actively involved in program planning?

A MULTICULTURAL ENVIRONMENT

A multicultural environment helps children learn that people have many different ways of talking, acting, and looking at the world. The preschool years offer potent opportunities for educating children to understand others different from themselves.

How do you encourage multicultural awareness in preschoolers?

EXPOSURE:
What cultures are represented? Is the clothing culturally balanced? Do your housekeeping items reflect diverse cooking and eating habits? Are the books culturally diverse? What cultures are represented in your puzzles, teaching aids, arts and crafts materials? Where do you go on field trips? Remember, multiculturalism is not a one shot affair. Circle time is a good time to emphasize multiculturalism. Talk about eating customs. How are they the same? How are they different? Clothing.....same? different? Language.....bedtime routines, indoor and outdoor play? Books, posters, musical instruments, shoes, hats, eating utensils, etc. can be presented and compared.

Dress up center - variety of clothing
Housekeeping center - variety of utensils
Books - various printing, language, pictures
Snacks - multicultural
Props for blocks -

Benefits:
1. Children who do not belong to the mainstream culture find familiar items in daycare and preschool and tend to feel a little more relaxed and at home.
2. Children from the mainstream culture tend to consider this as representational of the world and more readily accept unfamiliar customs, dress, food, etc.

IS YOUR CENTER CULTURALLY ASSAULTIVE?

1. Is discussion of cultures only historic ie. Indians/Pilgrims?

2. Is your version of people stereotypical ie. Indians always wearing headdresses and other ceremonial clothes?

3. Do you emphasize differences rather than similarities ..... "Eskimos live in igloos" rather than "we all need shelter"? Homes can be different although they serve the same purpose, ie. apartments, duplexes, single dwelling homes, adobes, igloos, mud huts, etc.

4. Do you use songs, stories, etc. that objectify the group, ignoring the fact of individualism: ie. 1 little 2 little 3 little Indians .... rather than have an elder come in and tell a story?

5. Do you have token representation? ie. one Oriental or Black doll among all other White looking dolls.

6. Do you have "holiday" units on minority groups rather than integration throughout the curriculum year round? ie. Posada or Cinco de Mayo and then no mention of Mexico or Mexican children the rest of the year?

The goal with preschoolers is not to teach history, but to inoculate them against racism.

AN ENVIRONMENT PLANNED FOR LEARNING

A planned environment helps the child to develop and invites learning. Children can move freely around the room and learn by doing. As children change activities, they are with different children. Working with and talking to others, children meet problems and learn to solve them. Confidence and self respect are fostered. In play, children learn by testing and exercising their bodies. Learning takes place by handling, tasting, smelling, observing and hearing language tied to experiences.

Following is a brief description of some typical centers and the purpose of each:

1. Dramatic Play Center

This center contains kitchen equipment (stove, sink, cupboard, table, chairs, dishes, pots, pans, etc.). Throughout the year, children may want to help change this center into a grocery store, hair dressing shop, hospital, fire station, etc. etc. This center allows the children to develop in the following areas: social, creative, and emotional.

Purpose: Because the child's family and home are the biggest part of his/her world, he/she spends much of his/her time imitating the things he/she sees there. He/she tries on the life of the people he/she knows .... their work, their feelings, their words. Through this acting out - this dramatic play - the child is able to bring together the things he/she is learning and feeling about his/her world and him/herself. Dramatic play helps him/her to come to a better understanding of others and a clearer view of what he/she can do and where he/she fits in.

2. Block Center

Contains large numbers of unit blocks on low shelves. Also includes props such as boats, cars, trucks, animals and people (various family units and colours).
This center offers experiences to develop the following areas: social, intellectual, creative, physical and emotional.

Purpose: Block building gives the child a chance to think, to plan and to solve problems, while he/she moves freely and works with his/her hands. Building with blocks helps the child to understand more about sizes and shapes. It helps him/her to learn what numbers really stand for. He/she works, shares, and talks with other children as he/she plays. His/her language grows along with his/her understanding of people.

3. Books

This center contains children's books, display rack, comfortable place to sit (cushions, chairs, etc.). The flannel board and puppets could also be included in this center. This center contains experiences to develop the following areas: intellectual, creative, emotional and social.

Purpose: The child learns the value of reading through many happy experiences with people and books. He/she finds that books give him/her pleasure and information. His/her language grows. He/she begins to tell stories him/herself - sometimes using the flannel board or puppets. He/she learns that pictures have meaning and that he/she is able to use pictures to help tell a story. In these ways, the child is getting ready to read for him/herself.

4. Manipulatives (puzzles, games, etc)

This center contains puzzles, shelves for peg boards, matching games, stacking toys, counting objects, beads and laces, etc. The child develops in the following areas: physical, intellectual, with the possibility of further creative and emotional development.

Purpose: Table activities allow the child the test him/herself at problem solving. Matching games let him/her use his/her growing ability to see that certain things go together. Puzzles and peg boards, beads, etc. give the child practice in coordinating hand and eye movements. Number games help the child learn what numbers really stand for by giving him/her objects to count and handle.

5. Listening (music) Center

This center contains the tapes, records, ghetto blaster, headphone sets, rhythm instruments, and any musical instruments that the supervisor requires (ie. omnichord, keyboard, guitar, etc.). This center develops the child in the following areas: physical, social, intellectual, creative and emotional.

Purpose: The child uses his/her body and learns to express him/herself through music. He/she learns to hear differences in sounds. He/she listens carefully to words, sounds, rhythms, music, etc. He/she adds new words to his/her speech. He/she shares in fun with his/her friends and the staff.

6. Art Center (painting and crafts)

Double easels, covered jars for paint, wide variety of brushes, variety of paper, tables, chairs, paint, crayons, stamps, felts, scissors, glue, clay, playdough, scraps of cloth and various materials, oil cloth, sponges, hooks for smocks, and a place for drying pictures are some of the basic materials available at these centers. These centers are to develop children in the following areas: physical, creative, emotional and intellectual.

Purpose: Through paints, crayons, paper and paste, the child is able to express his/her feelings and his/her ideas. He/she learns that each of us have different ideas and different ways of working and expressing those ideas. He/she thinks well of him/herself because his/her way of thinking is accepted and appreciated by others.

7. Sand and/or Water Center

Space is a factor as to whether both are offered at the same time, or if these centers need to be alternated. For sand, containers, sifters, spoons, shovels, props such as trucks, cars, animals, people, etc. are all appropriate materials. For water, plastic containers, objects to float and sink, soap suds, food colouring, hose, funnel, measuring cups are a few options. This center is used to develop the child in the following areas: social, physical, intellectual and emotional.

Purpose: Play experience with water and sand are important for the young child. The child needs to feel that he/she can control and manage his/her world. Pouring water and shaping sand help him/her have this feeling. Using sand and water, the child experiments without fear of making mistakes.

8. Cooking Center

"Good nutrition, happy meals and snack times, and the inclusion of food preparation and nutrition education in their programs are all positive ways in which nursery schools can make important contributions to their children's welfare and growth, as well as their social and emotional development."(Cooking for kids McCleanahan and Jaqua). This center helps children develop: socially, physically, intellectually and emotionally).

Purpose: Cooking activities can help children to become self-motivated. This center helps children and staff get to know one another better as persons. Children are helped to develop their own goals and are provided with opportunities to explore with food in a variety of ways. Cooking helps children develop different ways of communicating ideas, information and feelings It also provides children with a multi-faceted approach to learning.

Innovative Themes:

Curriculum themes offer various activities that spark the interest of children. It is through themes that the program structure is provided and the children develop.

The first step is to BRAINSTORM

- should be done at least twice each year. Let your imagination run wild.
- narrow down the list to FEASIBLE ideas. (manageable, focused).
- ensure idea is developmentally appropriate

The second step is THEME IMPLEMENTATION

- decide on goals
- list materials needed
- staff, children, parent involvement

The third step is to plan SPECIFIC ACTIVITIES

- learning center activities
- group time activities
- outdoor play activities

PLANNING SHEET

Theme _____

GROUP ACTIVITIES	MATERIALS
CIRCLE TIME	
STORY TIME	
MUSIC/MOVEMENT	

OUTDOOR ACTIVITIES	MATERIALS

OTHER ACTIVITIES	MATERIALS

PLANNING - LEARNING CENTERS

THEME _____

LEARNING CENTERS	MATERIALS
MANIPULATIVES	
SCIENCE	
ART	
DRAMATIC PLAY	
BOOKS	
LISTENING / MUSIC	
BLOCKS	
OTHER	

QUALITY PROGRAMS

1. quality and quantity of space per child
2. quality and type of equipment and materials
3. adult/child ratio
4. health and safety provisions
5. staff relationships
6. child centered environment

Environmental Programming:
The physical environment of a program is one of the most powerful teaching tools and yet is often poorly used. A well planned and organized environment can support your goals for children, nurture independence and initiative and free you to interact with children in positive ways.

1. Organize the room into distinct interest areas and label the material so that children know where each item goes.

2. Insure that children can reach everything they need.

3. Make sure there is a soft, cosy area where children can relax alone or with a friend.

4. Make sure your interest areas are developmentally appropriate, yet be aware of enriching the environment.

5. Define your role: to reinforce, extend and enrich children's play

Advantages of using the environment as a focus for programming:

1. it is concrete and practical
2. it keeps the focus for planning on the environment and the children
3. it conforms with what we know about how young children learn
4. it supports children's social development
5. it offers a great strategy for individualizing the program
6. it reduces stress
7. it offers a clear framework for planning and implementing a developmentally appropriate program.

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EVALUATION CHECKLIST

S P I C E PROGRAM

SOCIAL DEVELOPMENT

1. Minimal "aimless" wandering yes_____ no_____

2. Children are busily engaged in social activities:

Activity	Number of Children Observed
Cooperative Play	_____
Communication	_____
Group Problem Solving	_____
Parallel Play	_____
Playing Alone	_____
Not Communicating	_____

3. Children use verbal communication to express anger, frustration, jealousy, etc., rather than physical action.

   Number of children observed using verbal communication. _____

   Number of children observed using physical actions. _____

PHYSICAL DEVELOPMENT

1. Lesson plans include age appropriate small motor skills. yes_____ no_____

2. Lesson plans include age appropriate large motor skills. yes_____ no_____

3. The menu posted follows the recommended food guide for snacks and meals.

   A.M. Snack yes___ no___ Lunch yes___ no___ P.M. Snack yes___ no___

INTELLECTUAL DEVELOPMENT

1. Lesson plans indicate age appropriate activities for cognitive development.

   yes____ no____

2. Lesson plans provide for individual differences.

   yes____ no____

3. Lesson plans provide for enrichment.

   yes____ no____

4. Observed activity is age appropriate for cognitive development.

   yes____ no____

5. Observed activity provides for individual differences.

   yes____ no____

6. Observed activity provides for enrichment.

   yes____ no____

CREATIVE DEVELOPMENT

1. This is a visually stimulating environment. yes____ no____

2. This environment has materials to provide a stimulating environment.

   yes____ no____

3. There are ____ (number) of manipulative activities in the room.

4. There are ____ (number) of creative centers in the room.

EMOTIONAL DEVELOPMENT

1. There are ____ (number of staff) with an Early Childhood Degree.

2. There are ____ (number of staff) with an Early Childhood Diploma.

3. There are ____ (number of staff) with an Early Childhood Certificate.

4. There are ____ (number of staff) enrolled in professional development courses.

5. Description of the children at this center:

Number of Children	**Number of Children**
happy ____	distracted ____
constructively busy ____	acting out ____
actively involved in activity ____	aggressive ____
communicating with peers ____	communicating with staff ____

The **S P I C E** philosophy ensures that children will be regarded as multi-faceted individuals, bringing a combination of social, physical, intellectual, creative, and emotional developmental skills to the center. Program designs and teaching staff reflect this philosophy to provide a center where each child enjoys the thrill of reaching his/her full potential!

APPENDIX D
IMPLEMENTATION PLAN

IMPLEMENTATION PLAN

WEEK ONE

After reading through the results of the Child Care Provider Training Telephone Survey, ten daycares were selected because of the lack of training of the directors. The workshop will be available to any directors in the territory that are interested, but initial as well as follow-up visits will be geared toward the ten daycares chosen.

Visited daycare #1 & daycare #2. One of these daycares is in Whitehorse and one in a small rural community. Daycare directors completed initial evaluation forms in conjunction with workshop coordinator. It was noted that daycare #1 was very week in scheduling both daily and weekly. Daycare #2 has no trained staff. Coincidentally, this week, a Distance Education course in child growth and development began and was offered in this community. Three staff from daycare #2 are enrolled.

WEEK TWO

Visited Daycare #3, #4 and #5. Two of these daycares are in Whitehorse and one in a small rural community. One of these daycares offers programming to only infants and toddlers. At the time I visited #5 in an outlying community, the director was the only staff member. She had five children attending the center.

WEEK THREE

This week was spent travelling to two daycare centers (#'s 6 and 7). One center is in a community 454 km from Whitehorse. The other is quite close and can be visited in one day. Daycare #6 has a fairly new director. Until she arrived there had been NO programming at all. She had been attempting to implement some, but felt uncertain about the experience and

knowledge of her staff. This center has only one staff member with any ECE courses. Daycare #7 will be interesting. There are two staff members, completely untrained and the director only has two ECE courses. All three ladies began the Distance Education Child Growth and Development Course offered in their community and two had dropped out by the time of my visit.

WEEK FOUR

The last visits were completed this week. Daycare #8 is in Whitehorse. Daycares #9 and #10 are in a community over 650 km from Whitehorse. Daycare #8 has some serious staffing problems which have spread other areas of the daycare. The director explained to me that she has a **group** of people working for her, not a **team.** Any programming that takes place is done by each group leader and there is no communication with either the director or other staff. This will be a challenge! The director of daycare #9 is very concerned about her toddler area, so we concentrated on that for our initial evaluation.

WEEK FIVE

The workshop was presented on Friday. Attendance was excellent.

Daycare #1	2 participants
Daycare #2	1 participant
Daycare #3	1 participant
Daycare #4	2 participants
Daycare #5	2 participants
Daycare #6	1 participant
Daycare #7	3 participants
Daycare #8	1 participant
Daycare #9	2 participants
Daycare #10	2 participants
Others	6 from other daycares or agencies

Three assignments were presented. The directors could chose one or more to have roughed out or completed by the time of the follow-up visit.

WEEK SIX

Phone calls were made to each of the directors in the ten centers to confirm follow-up visit dates. Progress reports were made by the directors and questions about the assignments were answered. Several directors asked for additional material from the Yukon College library, Child Care Services library, Child Development Center library or the Family Resource Center library. A list of these requests were compiled. Resource material was then collected to be distributed at the time of the follow-up visit.

WEEK SEVEN

Follow-up visits to Daycares #1, #2 and #3 took place this week. Each follow-up visit is taking four to five hours. The directors have been eager to make changes to their programming and the resource books and suggestions have been received enthusiastically. Although obvious changes to the centers have been noted, much of the energy of the directors has been going to planning units for January and February.

WEEK EIGHT

The follow-up visits this week all took place in Whitehorse. Centers #4, #5 and #8 were visited. Each visit took approximately one half a day. There are more constraints to successful implementation in these centers as they are larger, with more staff and more children. One director in particular talked of open hostility among her staff. Further discussion revealed extenuating circumstances. My suggestion was to bring the topic of the workshop and the programming changes to the parent board. This director needs strong support from her board. Another director in Whitehorse is struggling with very young, inexperienced staff. They are enthusiastic but veer off in too many directions. We concentrated on how to focus the staff on particular portions of a theme so that the entire plan could work smoothly.

WEEK NINE

Two out of town daycares were visited this week, daycare #6 required two travel days as well as a five hour follow-up visit. Daycare #7 is only a forty five minute drive from Whitehorse so the follow-up only took one day. The director of daycare #6 has made some significant changes already and is excited about more in January. Some resources were taken to her, but she asked for some specific information about programming for Fetal Alcohol

Syndrome children. After the visit, Child Development Center was contacted and a package of information sent.

Daycare #7 has a morale problem. The director and staff had not done anything since the workshop and seemed overwhelmed by the information. It was difficult to motivate them to try make changes. We spent close to five hours reviewing brainstorming procedure. Looking at the facility and materials available and the ages of the children enabled them to focus on what they could do with what they had at the center. Salaries are low and no-one at the center is trained. The director only has two ECD courses. There is no incentive from the board to recognize education or pay according to education and/or experience.

WEEK TEN

The last two daycares are in a community that is difficult to reach by road during the winter, as road conditions are very poor. I flew to this community on Monday and visited one center Tuesday morning and one Tuesday afternoon. Exciting program changes are taking place in both daycares. The directors are using all their human resources within both the daycares themselves and the community. One director had a theme planned for the month of January and the other director had been working on a two month unit.

APPENDIX E
FACILITATOR'S PARTICIPANT RECORD

FACILITATOR'S PARTICIPANT RECORD

Participant: _____

Child Care Center: _____

Phone Number: _____

Workshop: _____

Facilitator: _____

	Yes	No	Date
Participant attended workshop	☐	☐	_____
First follow-up occured	☐	☐	_____
Second follow-up occured	☐	☐	_____
Assignments completed	☐	☐	_____

COMMENTS: _____

_____

_____

_____

_____ _____

Facilitator's Signature Date

APPENDIX F
RESOURCE BOOKLET

RESOURCE BOOKLET

CHILD CARE
TRAINING PROJECT

&

EARLY CHILDHOOD
DEVELOPMENT PROGRAM
YUKON COLLEGE

NOVEMBER 1993

MULTICULTURAL ART PROJECTS

This booklet will provide you with a variety of arts and crafts ideas for ages three thr gh ten. Many daycares around the Yukon offer after-school programming, either on a regula asis or during various holiday times throughout the year. Several ideas can be expanded or hanged to appeal to a variety of age groups.

MULTICULTURALISM IS:

1. An attitude of respect and recognition of the richness of a multicultural society.
2. An adjustment of expectations to each child's and each parent's readines
3. Recognition that a child's culture is an important part of self-image.
4. Ensuring that programs and policies accommodate all families.
5. A racially unbiased approach to set-up, activities, play equipment, etc.
6. A nurturing of positive attitudes and a wide range of experiences.

MULTICULTURALISM IS NOT:

1. Simply celebrating ethnic or religious holidays.
2. A thematic unit on various countries or cultures.
3. A geography lesson.
4. About other countries.
5. Only for immigrants or visible minorities.
6. Exotic images and traditional stereotypes.

ARTS AND CRAFTS IDEAS

General Ideas

Have parents come in to teach traditional crafts from their own cultures. Plan crafts that complement special occasions, story telling times of holidays. Invite community members to demonstrate or teach their crafts to the kids. Create a cultural heritage patchwork quilt. Invite community members to participate. Design a mural using traditional colours, designs, etc. for a public area. Invite anyone who travels to bring samples of crafts from various countries.

West Africa - Tie-Dyeing

A design is made by folding, bunching or twisting material and tying it very tightly so the areas inside will resist the penetration of dye. We use large, wide rubber bands and wrap around the twisted or bunched area. Over a number of years, children have used pillow cases, sheets, t-shirts, boxer shorts, socks and cotton carry-all bags. Commercial dyes are available at grocery stores or craft shops. Stronger colours can be produced by using less water than the instructions suggest. Add salt to make them colourfast. Plastic 4 litre milk containers cut in half make good dye pots. Rinse out excess dye and let pieces dry thoroughly before untying. Large sheets can take several days.

You can make your own dyes by using natural materials -

yellow: yellow onionskins

green - broccoli, spinach

red - beets

brown - coffee, tea

Place in an enamel pot and cover with water. Boil 5 minutes (longer to make colours darker). Strain through a colander. Cool. Dip cloth in the colours.

Swedish Cookie Stamps

'Make a' ball of clay' by rolling a walnut sized piece around between the palms of your hands. Place the ball on the table and flatten it to a disk about 1/2 inch thick. Several of these would make a set. Stamp bases can also be square or triangular. Roll out more clay back and forth against the table to make a 'snake'. About 1/2 inch thick good. Cut the roll into sections about 1 1/2 inches for the handles. Handles should be placed in the centre of the disk and joined by smoothing away the crack where the handle joins the base. Let dry until it is firm and will hold its shape but is still damp to touch. Cut a design in the bottom of the disk. Thin lines will not show up when stamped on the cookies. Simple designs in deep wide lines is most effective. Stamping reverses the image, so younger children should not attempt words. Dry stamps thoroughly before firing in a kiln.

Swedish Butter Cookies

1 cup	butter
1/2 cup	sugar
1 tsp	almond extract
2 cups	flour
1/4 tsp	salt

Cream butter and sugar. Add almond extract. Add salt and flour. Chill dough. Form 1 inch balls and roll in sugar. Stamp with cookie stamps.
Bake at 350 for 12 -15 minutes.

Ukrainian Decorated Eggs

These eggs are created by using a special tool which draws on the eggs with hot wax, then dipping in dye. A special guest could be invited in the show how the eggs are made. Then the children can make their own version by using hard boiled eggs and colouring with brightly coloured wax crayons and dipping in food colouring. Felt markers work as well. This is easier and less frustrating for young children, but school-age children should be given the opportunity to try real beeswax drawing if you can get the tools.

German Flower Art

Germany uses pressed flowers as beautiful art work. Wild flowers and leaves can be picked and make lovely arrangements. Book marks, note cards, or small pictures for framing can be made. Press flowers on the same day they are gathered. Old newspapers can be used. After the flowers are laid flat inside a folder newspaper, place between two board. Weight it down with very heavy books or bricks. Forget about it for about a month.

Bristol board or heavy drawing paper works great. It can be cut into the size of a bookmark. Glue the flower arrangement on to the bookmark. Gently put very small spots of while glue on the back of the stem and thickest parts of the flowers with a toothpick. Let dry. Use clear Mac Tac. Cut a piece that is 1/4 inch larger all around than the bookmark. Start at the bottom of the arrangement and smooth down, gently pressing out air pockets.

Younger children can be encouraged to make arrangements on pieces of mat board. These can be hung up.

Japanese Fish Prints

Choose a fresh fish with a distinct scale pattern. Remove any excess moisture or mucous and place on a pad of newspaper. India ink makes the best prints for beginners, but old shirts or smocks **MUST** be worn. Brush ink over the fish lightly, covering every part of the fish. Don't forget the fins! Fan them out and pin them to the newspaper in an open position. Place a sheet of thin paper over the fish and gently but firmly press it to the contours of the fish. Newsprint works well. Replace the newspaper under the fish frequently so the ink spilled doesn't make spots on the paper used for printing the fish.

South American Indian Yarn Paintings

A very simple design is drawn on heavy cardboard. Mat is excellent. Paint glue on a small area and press the yarn into it. Start with the border and work in.

Extend this activity into a hanging yarn sculpture: - mix some glue in a pan containing a small amount of water. Dip a long piece of yarn into the glue mixture. Soak the yarn thoroughly. Left out the yarn and lay it down in a pattern on a piece of waxed paper. Make sure the yarn overlaps often. Allow to dry, then lift the stiffened yarn sculpture from the waxed paper. Hang with string for display.

Waxed Paper Etching

WIth a popsicle stick or plastic for, etch a picture or design on a sheet of heavy waxed paper. Don't tear or poke a hole in the paper. Mount on a piece of black construction paper. See how well it shows up!

Batik (West Africa)

Crayon Batik

Use crayons to draw a picture or design on a white handkerchief. Push down hard with the crayons to make the wax sink into the cloth. Dampen two paper towels. Lay the handkerchief between the paper towels and iron them until the towels become dry. Remove the towels. The melted crayon wax has now set into the handkerchief with a batik like effect.

Watercolour Batik

Draw a heavy crayon design on a sheet of white paper. Wet the paper under a faucet and crumple it well. Then, open up the paper and smooth it out. Paint over the entire sheet with a watercolour paint.

East Indian Spice Books

Give each child a small book made from construction paper. Have them brush glue on their book pages and sprinkle pinches of different spices on top of the glue:
cumin, coriander, turmeric, ginger, cinnamon, cloves, curry

Puerto Rican Maracas

Use very small balloons. Blow up and tie the end. Apply at least four layers of torn newspapers dipped in wallpaper paste. Pieces should be no larger than a two inch square. Do not cover the knot.

Let dry 5 or 6 days. Pop the balloon with a pair of scissors at the knot. Remove the broken balloon. Put a teaspoonful of split peas, rice, seeds, pebbles, etc. into the hole. Insert an eleven inch piece of 1/2 inch dowel into the hole and all the way up to the end of the maraca. Hammer a large headed tack through the papier mache into the down at the top. Apply three more layers of newspaper dipped into wall paper paste to the area where the 'globe' joined the handle. Overlap well down over the dowel.

When dry, the maraca can be painted with tempera paints. Finally, coat with shellac.

Very young children can use dixie cups covered with a cloth held in place by an elastic band. Designs can be painted on or makers or crayons used.

Navajo Sand Painting

Purchased coloured sand can be used in addition to sand available from lake shores or river sides.

Cut out a piece of cardboard and paint the entire surface with white glue. Dip this into a container of uncoloured sand and be sure to cover the entire piece. This wi be the background.

With a fine brush, pain small area with white glue. Drop coloured sand ov glued area. Tap the edge lightly so that the unglued grains fall back into the c tainer. Continue until the painting is completed

Inuit Print Making

After being shown some examples of stone block printing,children can cut their vn out of potatoes or sponges. Again, for very young children, the sponges must be p t, but different coloured paint and different sizes of paper can be available. Cloth sh d also be available, in strips for headbands, sashes, scarves, etc.

Stamps on larger pieces of paper make great gift wrap designs or one stamp o arious sized paper can make note paper, writing paper, etc.

Bubbles solution:

1 cup water

1/3 cup liquid soap

1 tbsp sugar

**make a wand by bending the end of an 8 inch pipe cleaner to form a hook

Crystal Garden

Place piece of charcoal in a shallow bowl or aluminum pan. Mix together 1/4 cup ammonia, 1/4 cup non-iodized alt, and 1/4 cup liquid bluing. Pour this solution slowly over pieces of charcoal. Almost immediately, the crystals will start forming. Do not move or shake it because the crystals are very fragile. If some spots seem bare, drop a little more ammonia. Look at the crystals with a magnifying glass. Compare to snowflakes.

Bird Feeders

There are numerous ways to make bird feeders. Here's a few you may not have thought of:

1. Scoop out a grapefruit and fill with seeds.
2. Hang up a berry basket with bread crumbs and seeds.
3. Hang up a mesh bag from potatoes, onions or oranges. Fill with bread crumbs and bird seed.

Recycled Coffee Sand

4 cups	dried, used coffee grounds
2 cups	cornmeal
1 cup	flour
1/2 cup	salt

Mix in a large plastic dish pan.

Use: scoops, spoons, sifters, plastic cups, funnels, etc.

Whipped Soap Painting

Mix 1 cup ivory snow powder with 1/2 cup warm water in a bowl.
Have children beat with eggbeater until mixture is frothy but not stiff. Apply mixture to dark construction paper with either easel brushes or tongue depressors to create a design. Food colouring can be added to whipped flakes.

Pueblo Indian Pottery

Make clay pots - an easy cheap alternative is playdough pinch pots. Give each child a small ball of playdough and let them form small bowls by pinching into the ball with their thumbs and forefingers. Make sure the base of the pot is flat so that it will sit when dry. After the pinch pots harder, the children can paint them with tempera paint. These make great gifts.

Bread Dough Recipe

8 cups flour
3 cups water
2 cups salt

Mix flour and salt, add water. Mix and knead. Roll out dough. Make shapes. Put hole for string. Place on wax paper and dry overnight or bake 1 hour on ungreased cookie sheet at 300 degrees F. When dry, paint. Excellent gifts for Christmas, Mother's or Father's day or Thanksgiving activity.

Baby Terrarium

Needed:

- baby food jars
- trowel
- pail
- charcoal
- soil
- pebbles

** Take a walk and gather mosses, pebbles, acorns, twigs, etc. Children should put these in their pails. Children place a layer of pebbles, then charcoal and then soil in their baby food jar. Then add the woodland treasures. Water and cover with saran wrap. Plants will survive indefinitely if kept moist.

Leaf Prints

Lay leaves on newspaper with vein side up. Paint the upper side of the leaf with Tempra paint. Transfer leaves carefully to a clean sheet of paper, keeping the painted side up. Lay another sheet on top of leaves, press, left up top paper and see the beautiful print!

Japanese Paper Lanterns

In Japan, and other parts of Asia light is believed to be a symbol of good luck. Paper lanterns are to bring good fortune.

Materials

Construction Paper

Scissors

Glue

Fold the paper in half. Crease firmly. Cut the paper from the fold to within 1/2 inch of the outer edges in a succession of cuts spaces about 1/2 inch apart. Carefully open the paper and place flat, with the slits parallel to your body. Make a cylinder by rolling the paper at right angles to the slits. Glue the two edges together. Stand the cylinder up. Gently push down on the top, and the slits will open. String can be threaded and the lantern can be hung up.

Paper Cones (German)

First day of school, Thanksgiving, Christmas, other special occasions.

Materials

Light cardboard or heavy weight paper, crepe or tissue paper, ribbon, tape, glue, scissors, pencil.

Instructions

Cut the paper into a square.

Draw an arc from one corner to the opposite corner. Cut along that line. Roll the paper so that the two straight edges overlap. Fasten with a tape, creating a cone. Make a crepe liner, by cutting a strip long and wide enough to extend over the top of the cone. Glue the liner to the inside of the cone, making sure it extends over the top. Decorate the outside of the cone. I.E. coloured foil, gold lace, wrapping paper, doilies, decals, ribbons, sequins, etc.

Fill the cone. Tie the crepe paper top with a ribbon.

Mosaics - Arabic (also Italian)

Materials coloured paper scraps, stiff white cardboard, glue, scissors.

Instructions

Draw a simple geometric design or simple figure on a piece of cardboard.

Cut out different coloured pieces of paper. Carefully cut these into small squares.

Have the different colours separated into piles.

Put glue on only one small area at a time. Carefully past on the coloured squares.

Leave tiny strips of space between each one to create the mosaic effect. You may have to trim some of the shapes to fit into the design.

Mosaics can also be made from seeds, grains, buttons, pebbles and confetti.

MUSIC

Puerto Rico - !Temporal!

Temporal, temporal, alla vieneel temporal
que sera de Puerto Rico
cuando llequel temporal?

Hurricane hurricane it is coming the hurricane
What will become of Puerto Rico
when the hurricane arrives?

If Snowflakes Fell in Flavours (Sandy Offenheim)

Wouldn't it be super if snowflakes fell in flavours
of chocolate cinnamon, strawberry and lime
If it were really true that snowflakes fell in flavours
I'd walk around in winter with my tongue out all the time
Think of how delicious it would be to build a snowman or
slide your toboggan over lemon flavoured snow
If it were really true that snowflakes fell in flavours
I'd stick my tongue out everywhere I'd go

Dream Catcher (Jack Grunsky)

Story

On a dessert road in New Mexico I met an old man, a native of the Navajo, selling crafts and all kinds of things like clay pots, blankets, spirit drums, polished stones and silver rings. And hanging by the window something strange and beautiful caught my eye. It was a dream catcher like a magic spider web, made of twigs, feathers, beads and strings. When I asked the old man about the dream catcher these were the words he spoke:

> *It is said in the night air, there are good dreams and there are bad the good dreams go through the web into the sleeping one the bad dreams get hopelessly caught and perish at the first light of dawn.*

Dream Catcher

Song

When I get home here's what I'll do
I'll make myself a fine dream catcher too
and hang it up beside my bed
to remind me of the words the old man said
when I'm, awake its true
my thoughts can be just like dream catchers too
all through the day
if I think happy thoughts
the bad one's stay away
think happy thoughts
and you'll find magic there where the rainbow ends
think happy thoughts and it's so easy to learn to make new friends
teach me to respect your ways
so that I may learn to sing your song in praise
no matter what you say or do
want to see you from a loving point of view
and like a dream catcher
I'm just gonna let the good come shining through
look for the good in me
cuz I only see the beautiful in you

THE MOOSE AND THE CARIBOU - (Jack Grunsky)

Way up north a lonesome wolf cries
Piercing white and icy blue
Woods and tundra of the northland
Roaming moose and caribou
People live the longest winter
People sleep the longest night
Mystic spirits of the northland
Roaming moose and caribou

WE'RE A FAMILY CIRCLE - (Jack Grunsky)

We're a family circle
A family of friends
The joy we find in the circle
Never never ends
We're a family circle
A family of friends
The joy we find in the circle
Never never ends
We all dance this dance together
Every living thing
As we're turning
Ever growing
To a new awakening

Oh, we're a family circle
A family of friends
The joy we find in the circle
Never, never ends
Hear the wisdom of the old ones
And their songs we learn to sing
As we're turning
Ever growing
To a new awakening

WE'RE A FAMILY CIRCLE continued

Some days there will be storm clouds
With thunder, sleet and rain
Although there will be darkness
The sun light will come again
The world turns round in a circle
Her love to us
With the gift of each new day
On our promise she depends
We're a family circle
A family of friends
The joy we find in the circle
Never, never ends

Chinese Hello Song

Let's wave and say 'Ni hao(nee How)
Let's wave and say 'ni hao
Let's say hello to all our friends
Let's wave and say 'ni hao

Hello in Many Languages

If I were a little French child how would I say hello?
If I were a little French child, I would say, 'bonjour'
Bonjour, bonjour, I would say 'bonjour'
bonjour bonjour I would say 'bonjour'

If I were a little German child, how would I say hello?
If I were a little German child, I would say 'guttentag'
guttentag, guttentag, I would say guttentag'
guttentag, guttentag, I would say guttentag'

If I were a little Basotho child, how would I say hello
If I were a little Basotho child, I would say 'khotso'
khotso, khotso, I would say, 'khotso
khotso, khotso, I would say, 'khotso'

If I were a little Punjabi child, how would I say hello
If I were a little Punjabi child, I would say Sat Sri Akal

HELLO IN MANY LANGUAGES - continued

Mexican - Bom Dia

Wiggles

I can't keep quiet, I can't keep quiet
I can't keep quiet right now
I've got to wiggle, watch me wiggle
Wiggle my thumbs, tee da, tee dum
Ta dee,dee, dee, dum

I can't keep quiet, I can keep quiet
I can't keep quiet right now
I've got to wiggle watch me wiggle
Wiggle my thumbs, my finger, my head, etc. etc.

I can keep quiet I can keep quiet
I can keep quiet right now
No more wiggles no more wiggles
Ta da dee dum,
Dee da da da da dee do do dum

Land of the Silver Birch

Land of the silver birch
Home of the beaver
Where still the mighty moose
Wanders at will

Blue lake and rocky shores
I will return once more
Boom diddy a dah, boom diddy a dah boom

Down in the forest
Deep in the lowland
My heart cries out for thee
Hills of the north

Wakonda dei du
Oh great spirit in the sky
Wapadin ah ton hei
A needy one stands before you

High on a rocky ledge
I'll build my wigwam
Close to the water's edge silent and still

The Lion Sleeps Tonight

In the jungle, the quiet jungle
The lion sleeps tonight
In the jungle, the quiet jungle
The lion sleeps tonight

Wee a wee a wee a mamaway
Wimoweh wimoweh wimoweh wimoweh
Repeat

Near the village, the quiet village
The lion sleeps tonight
Near the village the quiet village
The lion sleeps tonight

Hush my darling, don't fear my darling
The lion sleeps tonight
Hush my darling, don't fear my darling
The lion sleeps tonight

I Feel Grouchy (Sandy Offenheim)

I feel grouchy I don't want to smile
Just want to be by myself for awhile
Can't be friendly can't be polite
All I want to do is FIGHT
I feel grouchy I don't want to smile
Just want to be by myself for a while
I'll feel better if I'm left alone
To work it out on my own.
I feel grouchy I don't want to smile
Just want to be by myself for awhile

Old Tune ... New Word

To Old MacDonald's Farm, use the children's names & different body parts.
e.g. Sharon, Sharon had a body e.i.e.i.o.

And on the body she had a foot e.i.e.i.o.
With a stomp, stomp here, etc.

LUNCH OR SNACKS

Japanese Noodles - (Ramen)

Serve in small bowls and let children sprinkle on toppings -hard boiled eggs, green onions, mushrooms, celery.

Japanese Rice Crackers

Mexican Refried Beans

Tortillas

Banak

Sift together:

1 tsp	baking powder
1/2 tsp	salt

Blend in about:

1/2 cup	lukewarm water

Stir with fingers until you have dough which you can handle. Roll out 1/4 inch thick and cut into 2 inch squares. Poke a hole in the middle if you wish. Fry in hot fat until puffed and turn to brown the other side or bake in oven. Drain on paper if fried. Serve hot. Dip in honey, jam , fruit yogurt, etc. if desired.

Sink and Float Jello - (Good Science Activity)

In a clear bowl make a package of jello, following directions on the box.
When cool, add different types of fruits or veggies to see if they sink or float:

e.g. bananas, strawberries
mini-marshmallows
carrots, canned pineapple
walnuts, apple slices
blueberries, etc.

Some will sink, some will float, talk about why.
Chill and serve for snack.

African Rice Bread

2 cups	cream of rice Z (usually found in the cereal section)
4 tsp	baking powder
1/2 tsp	salt
3 tbsp	sugar
1 1/2	bananas (mashed)
2	eggs
1 1/2 cups	milk
3/4 cup	oil
shortening	

Bake for 45 minutes in a 375 degree oven. Cut into 1 1/2 inch pieces and serve.

** This recipe comes from West Africa. This is a typical snack.

Fried Rice (China)

1/2	onion, chopped
1 clove	garlic, minced
2 slices	ginger root, peeled and minced
4 tbsp	vegetable oil
2 cups	assorted sliced vegetables: bamboo shoots, water chestnuts, snow peas, carrots, green onions, etc.
1 cup	bean sprouts
2 cups	cooked rice
1/4 tsp	soy sauce
1	egg
2 1/2	cabbage, shredded

Warm the wok or pan and add the oil. Saute the onion, garlic, ginger. Add sliced veggies and stir fry for 3 - 4 minutes. Fold in cooked rice and soy sauce. Beat the egg and mix into the rice. Stir until the egg is cooked. Mix in the shredded cabbage just before serving.

German Noddles

Add a small amount of caraway seeds with the butter after the noodles are cooked. Add a small amount of mustard to the milk and cheese and stir into noodles. Serve with bratwurst, kielbasa or garlic sausage.

Indian Spiced Rice

1 cup	long grain rice, rinsed and drained
1/3 cup	peanut oil
1/2	medium onion, sliced
1/2	cinnamon stick
4	whole cloves
1/2 tsp	coriander
2 cups	boiling water
1/2 tsp	salt
1 tbsp	butter
1/4 cup	raisins
2 tbsp	blanched, slivered almonds

Heat oil in saucepan. Add onion and cook about 5 minutes. Add the spices. Cook for one minute. Add the rice and fry. Boil the water and salt in small saucepan. Add water to the rice and bring to a boil. When rice starts to boil, reduce to low heat. Cook about 15 minutes.

In small skillet, heat butter. Add raisins and nuts and fry 1 - 2 minutes until raisins plump and nuts are golden. While they cool, remove the whole spices from the rice. Mix the warm raisins and nuts into rice and serve.

POEMS

Poem by Elaine Lagon

What are little boys made of?
What are little boys made of?
Love and care
And skin and hair
That's what little boys are made of.

What are little girls made of?
What are little girls made of?
Love and care
And skin and hair
That's what little girls are made of.

Poem by Dan Greenburg

Don't dress your cat in an apron
Just 'cause he's learning to bake.
Don't put your horse in a nightgown
Just 'cause he can't stay awake.
Don't dress your snake in a muu muu
Just 'cause he's off on a cruise.
Don't dress your whale in galoshes
If she really prefers overshoes.
A person should wear what he wants to
And not just what other folks likes to
A person's a person that way.

Poem

When I Was One

When I was one
I had just begun.
When I was two
I was nearly new.
When I was three
I was hardly me.
When I was four
I was not much more.
When I was five
I was just alive.
But not i am six,
I'm as clever as clever.
So I think I'll be six now
Forever and ever.

Choosing

It must be dull to be the street
And just see feet, feet and feet.
It must be dull to be the sky
But of the two, I think that I
Would rather be a slice of sky
Than a sidewalk or a street.
Stars when they go skipping by
Must be prettier than feet.

Mirror

Mirror, mirror meet today
_____ who is here to play.
Mirror, mirror can you tell
How to get to know _____ well?
Here he/she is. What does he/she wear?
Tell us if he/she's dark or fair?
Tell us, tell us, is he/she tall?
Do you see him/her? Tell us all.